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ABSTRACT

A model for the identification and analysis of student attrition within the North Carolina community college system was tested in 1980-1981.The three institutions selected to conduct the study--Beaufort County Community College, Edgecombe Technical College, and Nash Technical Institute (BEN)--named the project the BEN Student Retention Research Project and began work in April 1980. Objectives included the following: to define the concept of attrition and distinguish students labeled as dropout from other nonreturning students; to develop and validate instruments to collect data on student attrition and survey college applicants and currently enrolled students regarding factors related to attrition; to assess the causes of attrition; and to develop a model for the study of attrition that could be implemented by each institution within the community college system. The following areas were considered regarding the community college nonpersister: demographic characteristics, academic factors, and nonintellective factors (e.g., motivation, personality variables, and financial needs). A review of the attrition literature is presented, and attention is directed to institutional climate and services and student-reported reasons for withdrawal. The research design for the North Carolina system includes a static-group comparison to assess a relatively large population at one point in time and to discover comparative incidence, distribution, and interrelations of variables. The study population consists of students in 7 of the 58 institutions of the community college system. The final model is to be used on the institutional level. Appended materials include: research questions, the Applicant Survey Questionnaire, the Currently Enrolled Student Survey, the Survey of Noncontinuing Students, and a bibliography. (SW)

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MODEL FOR DETERMINATION OF STUDENT ATTRITION CAUSES AND TRENDS

B.E.N. Student Retention

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INSTITUTE ON DESEGREGATION

ERIC CLEARINGHOUSE ON HIGHER EDUCATION/INSTITUTE ON DESEGREGATION

COOPERATIVE PROJECT

This paper has been identified by a joint project of The Institute on Desegregation at North Carolina Central University and ERIC Clearinghouse on Higher Education at George Washington University. The purposes of this project are to identify, collect, and make available literature concerned with

(1) the problems of minority students in higher education in general and
(2) the problems of desegregation in historically black colleges and universities in particular.

New published and unpublished materials are reviewed and recommended by participants of the Institute on Desegratation's Interinstitutional Research Group (ID/IRG) for acquisition by ERIC Clearinghouse on Higher Education. An annual bibliography of this material will be published under the names of ERIC and the Institute.

Various types of materials are being solicited, especially unpublished and unindexed materials, as well as publications, produced by faculty and staff members. Included in these may be unpublished faculty studies, institutional research studies, master's theses, monographs, papers presented at professional meetings, articles from general and scholarly periodicals, and conference and workshop proceedings not covered by ERIC Clearinghouse on Higher Education.

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Chapter I

INTRODUCTION

North Carolina community colleges, technical colleges, and technical institutes enroll thousands of new students yearly with a large percentage not completing their programs in the number of quarters specified for the curriculum. In an effort to combat this problem, in October 1979, the North Carolina Department of Community Colleges Office of Research identified "student attrition" as a research priority area and requested proposals aimed at developing an attrition model. As a result of the submitted proposals, three institutions were selected to jointly conduct the study entitled "Model for Determination of Student Attrition Causes and Trends" for a 22 month period beginning March 1, 1980 and ending December 31, 1981. Beaufort County Community College, Edgecombe Technical College, and Nash Technical Institute renamed the project B.E.N. Student Retention Research Project, and began intensive work on the project in April, 1980.

At the time this paper is being submitted to the North Carolina Association for Institutional Research, the Project will have been in existence a mere six months or less than two quarters. However, the full proposal is presented herein, and the results that have been encountered thus far.

STATEMENT OF THE PROBLEM

For many years, diverse resources in North Carolina have concentrated efforts to create and develop a comprehensive system of community colleges

and technical institutes/colleges. These institutions are nonresident, multipurpose and community centered. They extend educational opportunity to the high school graduate as well as any person 18 years old or older who is not a high school graduate. The only difference among the institutions is the breadth of curriculum offerings.

Because of the diversity of student abilities, aspirations, needs, and desires, it is very difficult to retain every student who enrolls in the various programs offered. In fact, some investigators suggest that the "open door" is not an open door to upward educational mobility, but a revolving door in the sense that a small proportion of community college students ever complete a program and graduate from the community college (Cross, 1968). However, in Pezzullo's (1978) review of the literature since 1973, it is suggested that the definitions of attrition may often underestimate or exaggerate the attrition rates which are reported from 20.9% to 70.5%. It appears that attrition rates would be in better perspective if they were viewed in terms of the student's initial educational goals upon admission to a two-year college.

In an article in The Open Door (Duckett, 1968) ten schools within the North Carolina Community College system were interviewed concerning attrition rates and causes. One administrator's comments seemed blandly indicative of all who were interviewed, in that their research was inconclusive and he "'suppose(d) the safest thing to say is that they withdraw for the usual reasons of marriage, employment, and lack of progress.'" The article also noted that many drop-outs eventually returned to school thus again confusing the definition of attrition. A second article by The Open Door (Trammel and Hantung, 1971) identified basically the same problem and cited the need for follow-up to determine if a student actually met their educational goals.

The problem then, is to identify the students who did not complete their intended educational goals and determine possible causative trends for thorough examination as to potential retention agents.

PURPOSE OF THE STUDY

The purpose of this study is to develop a model for continued identification and analysis of attrition factors as they relate to students in the North Carolina Community College system. More specifically, this study seeks to reach the following objectives:

1. Define the concept of attrition and clearly distinguish those students labeled "drop-out" from other non-returning students.
2. Develop and validate an instrument for collecting data on student attrition by sending it to the project advisory committee for review, modification, and consensus; and validate it statistically by using a summer attrition sample. (This sample will be used to test statistical procedures and computer design prior to the Fall quarter).
3. Develop an institutional survey to be administered to currently enrolled students to ascertain current administration, staff and faculty procedural problems which may be directly or indirectly related to attrition.
4. Analyze the data received from both survey instruments and qualify the causes of attrition by determining the broad and the specific stimulating agents.
5. Provide a manual for the installation and use of the tested model that would allow each institution within the community college system to study the causes and trends of student

attrition indigenous to its own geographical and socioeconomic climate.

NEED FOR THE STUDY

Recent attrition statistics for two of the institutions directly involved in this study indicate an approximate 80 percent attrition rate. Add to that the United States Bureau of Census report that first-time enrollments (degree credit) are expected to fall by 502,000 students between 1974 and 1991-- a 28 percent reduction in the current level (Midstate, 1978), the need to study the attrition problem within the North Carolina system is obvious. It appears that as we near the ceiling of our ability to replace those who drop out with new students, it is time to take an in-depth look at the interaction of the institution with the student and to establish a viable retention program as a possible solution to the attrition problem.

LIMITATIONS OF THE STUDY

Since this project will attempt to survey all currently enrolled students and all students who withdraw during four quarters (or twelve months), the major limitation will be resources and personnel for data entry and programming. In addition, four other institutions within the North Carolina Community College system will participate in the study for two quarters, mailing the total number of currently enrolled students approximately 9430. Figuring a dropout rate of 60 percent, the total number surveyed is approximately 15,088. This represents a tremendous data input for one TRS-80 Radio Shack computer disc system and one part-time program/coordinator.

Another possible limitation of the study is the fact that demographic information will be compiled from registration forms which may not be correctly or carefully completed by the enrolling student. This

was done in an effort to reduce the length of both the surveys and to reduce the amount of duplication of information that students are subjected to.

CHAPTER SUMMARY

This research project, is a concentrated effort on the part of many concerned individuals to make sense of the attrition problem as it exists in North Carolina. The expected results of this project are three-fold and of equal importance. First, we hope to determine possible attrition and retention agents, particularly those over which the institutions have some control. Second, we will be able to correctly determine institutional productivity in the light of objectively and uniformly defined attrition "statistics." Finally, we hope to suggest steps for an effective retention program and to be in a position to provide adequate follow-up methods to determine the productivity of that program. While it is unlikely this project is a panacea, any and all insights into a solution are welcome and overdue.

Chapter II

REVIEW OF THE LITERATURE

The baseline study of attrition began with Iffert's 1957 study in which he reported over a four-year period a national dropout rate of 60.5 percent in public and private, two-year as well as four-year colleges. College withdrawal studies began to include community and junior colleges in the 1960's (Trent and Medsker, 1968). Since then high attrition rates and declining enrollments have caused significant increases in the quantity of community college attrition studies now appearing in the literature. The majority of these studies are empirical and tend to approach the problem in two ways. First they attempt to determine student reasons for withdrawal from community colleges prior to graduation or second, they attempt to determine factors that may predict student success or failure in the community colleges. Recently there have been a few efforts to conceptualize and model the attrition process. Two studies in particular, Spady (1971) and Tinto (1975), have viewed attrition from Durkheim's theory of suicide and thereby provide a type of umbrella from which empirical studies become synthesized.

Spady (1970) proposed the following analogy between Durkheim's theory of suicide and student attrition:

> Although dropping out is clearly a less drastic form of rejecting social life than is suicide, we assume that the social conditions that affect the former parallel those that produce the latter; a lack of consistent, intimate interaction with others, holding values and orientations that are

> dissimilar from those of general social collectivity, and lacking a sense of compatibility with the immediate social system. However, since the student's academic role has many parallels with his future occupational role, it would not be inappropriate to extend this analogy a step farther. Poor performance in one's occupational role (viz. low grades) and inadequate identification with the norms of the occupational group (viz. low intellectual development) are also plausible additions to this system. The elementary Durkheimian model that we propose, then, consists of five independent variables, four of which influence the fifth, social integration, which in turn interacts with the other four to influence attrition. We would like to suggest further, however, that the link between social integration and dropping out is actually indirect. Intervening are at least two critical variables that flow from the integration process: satisfaction with one's college experiences, and commitment to the social system (i.e., college). (P. 78)

A common conclusion of attrition researchers and theorists has been that retention and attrition generally result from interactions between persons and institutions (Lenning et al., 1980). Spady's (1970) model accomodates the interactions between students (abilities, attitudes, expectations, etc.) and the demands and expectations of fellow students, administrators, faculty, and the curriculum. Two persisting situations may affect involuntary or voluntary withdrawal by the student. First, if discrepancies between the student and the environment are too great, the student's assimilation and acceptance into the academic and social systems of the institution may not occur. Second, when the rewards (grades and intellectual development) within the system become too insufficient to provide the student adequate satisfaction, the student may withdraw.

Tinto (1975) theorized that attrition results from a cultural and social interaction between the dropout and others inside and outside the college community over a period of time and when the student is no longer socially integrated with those others or holds the dominant values reflected

in the institutions functioning. A diagram of Tinto's model is reproduced in Figure 1. It conveys a longitudinal process of ongoing interactions between the individual and both the academic and social systems within and around the institution. Crucial to modifying the students' college completion goals and commitments to the institutions are the interactions with both students and faculty in formal academic and informal social settings. Tinto also acknowledges that factors external to the college (such as changes in the economy) may have a bearing on students' goals and commitments. Retention will occur if the students' college completion goals and commitments to the institution remain strong and outweigh alternatives to college. Withdrawal occurs when this is not the case. The cause of attrition will then appear to be a lack of fit between the individual and the institution.

Several studies support Tinto's hypotheses specifically in four-year institutions. Terenzini and Pascarella (1977) used the Adjective Rating Scale on both nonacademic and academic aspects of student life for a sample of 500 freshmen at Syracuse University. The results of their factor analysis followed by discriminant analyses appears to support Tinto's (1975) thesis in that both social and academic factors could significantly differentiate persisters and nonpersisters in the predicted directions. In a later study of Syracuse students, Pascarella and Terenzini (1979) supported the theory by relating persistence to the amount of interaction outside of class between students and faculty. Husband (1976) reported that proportionately more dropouts than persisters from Spring Arbor College had no "significant other," which also seems supportive of Tinto's theory. However, these studies were conducted at four-year colleges and at least one study by Hanson and Taylor (1970) reported the contradictory finding at a technical institute that persisters tend to be undersocialized.

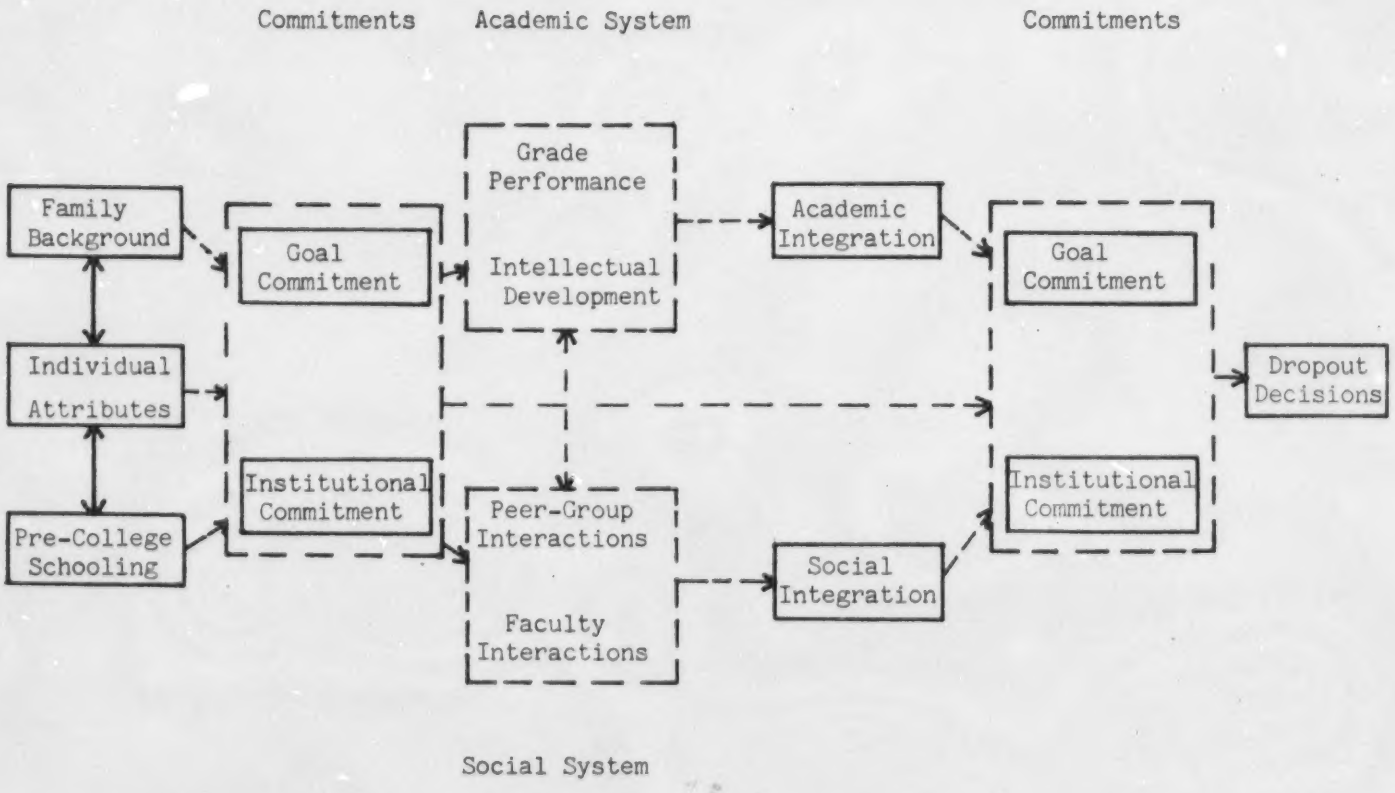

Figure 1. Tinto's model of attrition. (Source: Vincent Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research (Winter 1975), 45:89-125.

However, in a review by Turner (1970) of attrition in community colleges, four studies are cited which concluded that "the noncontinuer lacks a sense of belonging and of identification with the college environment" (Eells, 1956; Ellish, 1969; Lynch, 1959; and Matson, 1965). Turner further states that "failure to relate personally with the institution, in this view, gives rise to dissatisfaction and to feelings of irrelevancy in aims and endeavors."

In a study by Reimanis (1973), effectiveness was tested of seven different retention programs at Corning Community College in New York. The design of this study was not to test Tinto's hypothesis; however, the underlying theme of each program was to help students understand that the college administration and faculty were genuinely interested in their personal and academic growth. The programs focused on factors associated with attrition, i.e., low self concept of ability, high debilitating anxiety, low internal reinforcement control, and lack of goal and value clarity. Evaluation data for program participants and controls showed these efforts for reducing attrition were more effective than purely remedial programs in academic areas. It appears that programs of this sort may serve to at least increase the academic and social integration specified in Tinto's hypothesis.

A recent proposal to study the attrition problem in the Nebraska college and university system, cites the theoretical models of both Spady (1970) and Tinto (1975) in their attempt to address the many variables of attrition and retention (Fuller, 1978). The proposal includes a longitudinal study of the same group of students at different times during the first two years of college. By surveying students, this study will attempt to determine what variations in the actual college experience will have utility as predictors of subsequent college attrition. Aptitudes

and background characteristics will also be considered, as well as retrospective reasons for dropping out as assessed by students who eventually withdraw over the two year period. This study is currently in progress with the final report to be disseminated during the 1981 school year.

Another theory of person-environment fit was formulated by Starr, Betz, and Menne (1972). The hypothesis is that, a student attempts to become congruent across the range of the social and academic press of the institution. Success yields rewards and persistence; failure yields attrition. Flannery and associates (1973) developed another theory of retention and attrition as congruence or discrepancy in the Miami-Dade Community College study. Attrition was defined as "the discrepancy between student expectation and attainment." Attrition was considered a result of a combination of factors that contributed to whether student expectations could be realized. Strategies were proposed to address the concept and treatment of attrition from a total institutional perspective and directed to the educational satisfaction of specific students.

Terenzini and Pascarella (1979) accurately depict the attrition dilemma as follows:

> It seems clear that the attrition process is a far more complex phenomenon than we have tended to think it is, and certainly the bulk of the dropout research fails to take into account the web-like network of relations to which the studies described here have begun to point. Unless the designs of future studies are sensitive to these considerations, they are unlikely to meet the expectations of either researchers or administrators. At best, they will yield only a partial, oversimplified picture of what seems to be a highly complex set of dynamics. (P. 12)

A few other models exist which apply to retention and attrition; however, for the purposes of this study, we will continue to consider student and institutional characteristics which apply to the community college system.

CHARACTERISTICS OF NONCONTINUING STUDENTS

Classification of the nonpersister in community colleges can be neatly packaged into three broad areas; namely, demographic categories, academic factors, and nonintellevtive factors. Unfortunately, generalizations are neither neat nor simple and vary greatly from institution to institution.

Demographics

In terms of demographics, Pezzullo's (1978) review of community college's attrition and retention studies since 1973 concludes that it is the "part-time students; vocational/technical or business majors; members of ethnic minorities; 'older' students (definition varies); women; 'special' students; and Protestants who are more prone to dropping out." Socioeconomic level was not summarized, nor was educational level of parents, marital status, or employment factors. Religious affiliation was found to be related to attrition in one study; specifically that Protestants were characterized as most likely to withdraw, Catholics to persist, and Jews to transfer.

Turner (1970) in a review of 16 junior colleges found the typical dropout (and persister) to come from a middle socioeconomic level. Matson (1965) supported this finding.

Other studies show various findings. Gold (1970) reported that males at Los Angeles City College were significantly less persistent in their college studies than females. Astin (1972), on the other hand found that "being a female" was the fourth most important predictor of attrition in college. Monroe (1972) reported sex an insignificant factor in college attrition.

Brunner (1978) listed the following characteristics in his study of 2,345 noncontinuing students from Delta College (community college): night student, part-time (5 times the attrition rate of full-time), older, married, but neither the sex nor the ethnic status of the nonreturner was significant. In support of Brunner's findings, Aiken (1968) concluded that nonpersisting community college students tend to be older, married, and working in contrast to the traditional or younger college students.

Finally, from their review of the research of nonpersisting college students in general (community college distinction not made), Lenning, Beal, and Sauer (1980) summarize the following demographic characteristics.

1. Age. Some studies indicate student dropout proneness above the average age of 22; however, enough conflicting evidence indicates that age is NOT a primary factor.

2. Sex. Some early studies indicate a greater attrition rate for women; however, sex is NOT significantly related as a primary variable.

3. Socioeconomic status. Results of studies are mixed. The "best conclusion may be that students of distinctly disadvantaged status are more prone to attrition but the operating variables may be level of familial aspiration, educational level of parents, personal educational aspirations, and involvement with the college."

4. Ethnicity. Students of Spanish-speaking background were found to be more dropout prone than other ethnic groups regardless of ability. Without controlling for ability, Native Americans and Blacks had a lower probability of graduating than whites. However, once high school ranks and scholastic aptitude were controlled, retention rates for Blacks were significantly higher than for whites.

5. Hometown location and size of high school. Results of studies are mixed and more research is needed to show definite relationships to persistence. Indications are, however, higher retention rates for students from larger high schools in large communities and for students from private schools.

Academic Factors

A majority of studies have found that Grade Point Average (GPA) and high school class rank differentiate potential dropouts from persisters (Blanchfield, 1971; Bragg, 1956; Chase, 1970; Little, 1959, Summerskill, 1962; Waller, 1964). Astin (1975) stated strongly that student's past academic record and academic ability was by far the greatest predictive factor of attrition. However, there are many studies that have detected no significant differences in high school GPA or class rank between dropouts and nondropouts (Blanchfield, 1971; Munger, 1956; Rossmann & Kirk, 1970; Roueche, 1967; Scannell, 1960; Trent and Medsker, 1968; Turner, 1970). Marks (1967) stated in summary that scholastic measures are the best predictors of potential attrition available today, but that these predictors are of limited scope and power.

Study habits, according to Lenning et al. (1974) are positively related to academic achievement and that poor study habits were found to be a major characteristic of college dropouts in the literature prior to 1963. Demitroff (1974) confirms that dropouts more frequently characterize their study habits as poor or below average than those who remain in college. Finally in the academic area, Hill (1966) in a study focusing on high aptitudes, found that creativity, origniality, spontaneity, and independent achievement correlated positively to persistence.

Nonintellective Factors

Iffert (1957), Summerskill (1962), Trent and Medsker (1968) all concur that the most prominant reasons given by dropouts as prime factors in their decision to drop out are motivational. Others have stated more generally that predominant reasons for withdrawal were nonintellective (Roueche, 1967) or nonacademic to a greater degree in two-year than in

four-year institutions (Fetters, 1977). In a study of 23 community colleges from northern California (MacMillan and Kester, 1973), one of the primary findings indicated that dropouts were likely to have lower educational aspirations than persisters. Furthermore, college commitment (Hackman and Dysinger, 1970); clear-cut goals (Angers, 1961; Brunner, 1978; Nickens, 1976) with respect to college and career; and certainty of goals (Abel, 1966; Demitroff, 1974) are all important nonintellective factors related to persistence. Lenning, Beal, and Sauer (1980) summarize the research narrowly stating that the "specificity of a student's vocational and occupational goals may be related to persistence only in technological or vocational programs." This summary also indicates that peer-group influence (Eells, 1956; Matson, 1965) and transfer plans are positively related to attrition and retention. On the other hand, persistence has not been directly related to satisfaction or dissatisfaction.

Lenning et al. (1974) reviewed the literature prior to and during the 1960's for nonintellective correlates of grades, persistence, and academic learning in college. In this monograph, Lenning stated that "scores on personality inventories of all kinds seemed to be more related to persistence in college than to grades." This statement excluded the Edwards Personal Preference Schedule and any type of projective personality instruments as reliable tools for predicting college attrition. Other variables which held positive relationships with college persistence were maturity in outlook; ability to conform to the group; amount of independence; impulse control or ego function; and overall adjustment. Also positively related to persistence was the degree to which a student could handle free floating anxiety.

The Reimanis (1973) study focused on student personality variables

such as internal locus of control, or helping the students feel they are responsible for controlling their fate; self concept of ability; psychosocial maturity in terms of trust, autonomy, identity, etc.; achievement motivation; and debilitating anxiety. In general, these variables were found positively correlated to persistence.

One final subcategory under the nonintellective factors is that of financial difficulty. Iffert (1957) found that students ranked financial difficulties third in importance as a reason for dropping out. Summerskill's (1962) review of the literature found that in sixteen out of twenty-one studies, financial reasons were ranked among the top three most important factors in attrition. Student's perceptions about financial difficulties may cause withdrawals even if the student has apparent adequate financial support according to Lenning, Beal, and Sauer (1980). In addition, the amount and type of financial aid is related to persistence as well as having a campus job of less than 25 hours per week or off campus part-time work. However, full-time employment correlates positively with attrition (Lenning, Beal, and Sauer, 1980).

INSTITUTIONAL CHARACTERISTICS OF ATTRITION

Because this research deals with attrition primarily in public community colleges, the issues of public vs. private institutions, religious affiliation, costs, and housing will not be presented. However, it should be noted that in most cases the results show that counseling services can increase persistence when it is utilized by students (Reimanis, 1973; Hakanson, 1967; Hilleary, 1963; O'Brian, 1967) and that there is a need for upgrading those counseling services. Academic-advising assistance and well planned orientation programs also tend to decrease the attrition rate (Lenning, Beal, and Sauer, 1980).

Student involvement has had a positive impact on retention in the areas of close relationships with others (Cope, 1978), student-faculty relationships (Pantages and Creedon, 1978), and involvement in the academic life of the institution (Astin, 1975). Pantages and Creedon (1978) state it succinctly,"the degree to which the attitudes and values of the student correspond with those of the institution is also the degree to which the student is likely to persist at that institution." In fact, Pantages and Creedon believe that the theory of the "college fit" model is one of the best frameworks for understanding attrition. "This theory posits that the student brings to the college certain skills, attitudes, and expectations, and that the college demands, either directly or indirectly, certain skills and attitudes before it will 'reward' the student (e.g., with passing grades or a degree)." The result, as stated previously, is the degree of persistence.

STUDENT REPORTS OF REASONS FOR WITHDRAWAL

There are a great number of studies devoted to determining attrition from student responses. Based on studies from 1955 through 1969, Panteges and Creedon (1978) have summarized these student reasons for withdrawal. Academic matters are cited most frequently and financial difficulties are cited almost as often. After that there are a range of reasons that could be classified as motivational such as uncertainty about educational and occupational goals, lack of interest, inability or unwillingness to study, etc. Personal reasons are given next including emotional and adjustment problems. Less frequently mentioned are marriage, student or family illness. Dissatisfaction with college is cited next, separate from motivational problems. The last two reasons for withdrawal are full-time employment and military service. Conspicuous by it's absence in the literature is the

student's completion of objectives as a reason for withdrawal. Snyder and Blocker (1970) and McKeithan (1978) reported 30 percent and 46 percent, respectively, of nonreturning students withdrew as a result of completing their objectives.

In summaries of the nature described previously, several observations should be considered. First, do students really understand their motivations for leaving and do they therefore cite superficial reasons? Furthermore, the complexity of the decision to leave makes it difficult for the student to pinpoint one or two reasons for withdrawing. Students may also need to protect their self-image by providing socially acceptable reasons for leaving, thus masking more personal reasons. In fact, in the Midstate American College Testing Program (1978) study on retention, it was found that when looking beyond the socially acceptable reasons for leaving (financial, health, personal), the real reasons for withdrawing were found. Four factors emerged as significant: isolation (loneliness, depression); academic boredom (overlap with high school, uninspired teaching); dissonance (environment, curriculum, people on campus); and irrelevancy (why are we here?). However, student reported reasons are the best indicators of problems that institutions have. Perhaps these could be made even more valid if the student's attitudes and potential problem areas are reported while still in attendence and compared with their attitudes and reported problems after withdrawal.

PROGRAMS AND/OR METHODS AIMED AT RETENTION

Many studies have considered enlarging the role and scope of counseling services for students to be of primary importance in lowering attrition rates (Davis, 1962; Demos, 1968; Gekowski and Schwartz, 1961; Holmes, 1959; Little, 1959). Exit interviews, study-skills groups, and

peer counseling groups are a few programs which have significantly affected attrition rates. In addition "it has been suggested that a more comprehensive, thorough and ongoing orientation program will better integrate new students into the college environment (Demitroff, 1974; Gekowski and Schwartz, 1961). Retention programs need to be considered in the light of expected benefits to the costs and it has been suggested that small pilot runs and assessment of costs and benefits would be advisible.

Chapter III

METHODOLOGY

In determining the method for conducting a study of attrition and retention factors among students in the two-year institution, a great deal of consideration was given to the desired results and the manner in which these results could be utilized to increase retention of students. The major objective of the research is the development of a model which can be utilized to determine the causes of attrition indigenous to the geographic and socioeconomic factors in the area surrounding the user institution. To reach the final objective, several intermediate objectives were targeted. These intermediate objectives have been so arranged that their attainment would result in the completed model. The development of the stated model can be seen by reviewing the objectives as follows:

1. Define the concept of attrition and clearly distinguish those students labeled "drop-out" from other non-returning students.
2. Develop and validate an instrument for collecting data on student attrition.
3. Develop an institutional survey to be administered to new students, currently enrolled students, and non-returning students to ascertain current administrative, staff, and faculty procedural problems which may be directly or indirectly related to attrition.

4. Analyze the data received from the survey instruments and qualify the causes of attrition by determining the broad and the specific stimulating agents.

5. Provide a manual for the implementation of the tested model that would allow individual institutions to conduct a self-study of causes and trends of attrition with respect to its own student population.

The completed model would indicate major factors to be reviewed and describe the methods used for coping with the retention problems areas and provide the institution with information that could be used to determine a course of action.

A group of research questions was then developed for the purpose of analyzing and clarifying the specific information required for the development of the model. A list of these questions can be found in attachment (A) of this paper. Note should be made of the fact that this project is presently underway and that the completion and release of the final report is scheduled for December 1981. Most of the developmental work has been completed and a longitudinal study of the sample population is currently underway. The development of the model has been kept within the specified guidelines of the objectives and a broadening of objectives has occurred in every case where the information detailed in the literature search has indicated a need. The remainder of this chapter is devoted to a discussion of the model and the methodology used.

The static-group comparison survey design which provides for the study of relatively large populations at one point in time to discover comparative incidence, distribution, and interrelations of variables

regarding a current situation is used at distinct points in the study. By comparing the information obtained at the different points within the time-frame is then possible to "detect what changes have occurred, and ... throw light on the reasons for their occurrence" as shown by Hill (1966). It has been substantiated further that this method of inquiry provides one of the more accurate methods of obtaining data for reliable analysis.

The population for the study has been defined as the curriculum student body of the fifty-eight member institutions of the North Carolina Community College System. The sample population consists of the curriculum students in seven institutions taken from the population. The institutional population approach is used rather than a random sample of students from all institutions. This method of sampling is selected since the final model is to be used on the institutional level.

Three points of data collection have been defined and instruments for obtaining data have been implemented. The "Applicant Survey Questionnaire" (see Attachment B) was designed to determine the goals of incoming students only to the extent necessary to determine whether or not it is the intention of a student to enter a program of study and follow it through to completion, or simply take a limited number of courses to reach a short range goal. Without an initial understanding of the student's intentions, it would be virtually impossible to differentiate between drop-outs and individuals with short-term goals.

A lenghtier and more detailed instrument entitled "Currently Enrolled Student Survey" (Attachment C) is used to obtain data concerning the student's attitudes and emotions concerning several areas including

advisement, counseling, student services and relationships with faculty, staff and other students. The level of satisfaction with respect to student activities, financial aid services, academic performance and peer group interaction is also determined. The questionnaire also makes inquiries concerning personal problems, employer incentives for attending school, financial problems, work conflicts and other problems that might influence students to terminate from the institution prematurely. This survey is conducted the week after the closing of the "drop" period. Up to this point, student's schedules and course enrollments are quite volatile. Student's surveyed following the non-penalty drop period are considered to be members of the institution's student body; therefore, they belong to the population selected for study. Student's that leave the institution prior to this time are treated as though they were never enrolled which is evidenced by the refund of tuition policy that is in effect for the first ten calendar days after classes meet. Students who fall into this category should be considered as a separate population for study as indicated in the summary of this document.

The third data collection instrument is utilized when a student becomes classified as non-returning. The term, non-returning, is used to indicate students who do not register for the academic quarter immediately following a quarter for which the student was enrolled. Students enrolled for spring quarter and not returning in the summer quarter are not surveyed due to the large number of students that return during the fall after taking summer vacation. The "Survey of Non-Continuing Students" (see Attachment D) parallels the currently enrolled survey to a great extent. The survey instrument asks the individual to cite the major reason for not returning and also asks for other reasons

that may have influenced the decision not to return. Although the remainder of the questionnaire asks virtually the same questions as the currently enrolled survey, the intent is to measure the similarities and differences in responses between the two surveys with respect to each of the various classifications of leavers. It is from this comparative study that a revelation of causes for attrition and the development of attrition trends can be synthesized. From this information, predictors of "high risk" students can be formulated.

Profile information on the student body is taken from registration and application sources to be used in conjunction with the data gathered by survey instruments to determine the relationship of particular groups to the variables investigated (if any relationship exists). Reports can be generated with respect to sex, age, employment, ethnicity, part-time/full-time students, and other factors that may be related to attrition.

Initial analysis of the data will examine the characteristics of the distribution on each of the variables under investigation. These will include frequency distributions, measurement of central tendency, and dispersion (means, modes, standard deviations, and ranges). Once the variable characteristics have been established, sets of relationships between variables will be investigated through chi-square analysis, correlation coefficients, and multivariate correlation. The variance will be determined and the data will be tested for statistical inference.

The model is being developed as the study is being conducted and a rough draft of the model is currently in process. Once completed, the study will provide information on the attrition problems in each of the participating institutions. Information from the completed study

will be used to modify the model in order to provide a usable instrument that will enable an institution to conduct an ongoing evaluation of the causes of attrition and thus enable the administration to take decisive action to increase student retention.

Chapter IV

INTERIM REPORT

Since the study is less than halfway completed, an interim report will be given at this time. A complete report on the project is scheduled to be completed during the month of December 1981. However, significant information concerning the causes and trends of student attrition has been obtained to date and should be reported at this time.

The first order of business in a study of this nature is the definition of the term attrition. The intellectual depth of a definition cannot be fully recognized without first observing the degree of the problem at hand. Attrition, by definition, refers to the loss of personnel of an organization through natural causes. Left unattended, this definition refers to all leavers from an educational institution, regardless of reason. The information of interest to the administrators of our institutions deals with the student who leaves school prior to completion of a program of study. The idea of completion also leaves something to be desired for its meaning also differs from case to case. The area of attrition to be isolated for study is actually directed at those classifications of students who have prematurely exited from an institution prior to attaining their individual goals. It is not with attrition that we are so much concerned; it is the subset of this group who exited from the institution without reaching their goals which shall be called (for lack of a better term) "drop-outs."

In order to determine which non-returning students are "drop-outs," a knowledge of goals and the student's intentions at the time of enrollment is a necessity. The survey given at the time of application (Attachment A) serves this purpose. Preliminary analysis of data shows that less than fifty percent of the applicants enrolling for the fall quarter 1980 in two technical schools desired (at the time of enrollment) to complete a degree, diploma, or certificate program. Similar analysis in one community college showed that sixty-eight percent of the applicants had similar aspirations. Of the reminaing numbers, approximately five percent replied that their enrollment was entirely for the purpose of receiving some type of financial benefit, approximately nine percent desired courses for transfer, and the remainder was about equally divided between students who were taking a few courses for upgrading current job skills or exploring a career area. These results are only preliminary findings, but they proposed another question. Less than half of the students surveyed planned on completing any type of program, yet reports from the previous year showed "drop-out" rates as high as eighty-five percent. Had the student profile changed that drastically in one year or was there another problem?

Investigation into the previous question was not only revealing, but had a significant effect on the impact of the study. The unusually high "drop-out" rate shown in the state report was highly inaccurate. Incorrect coding of students at the time of exit, improper reporting of the reason for exiting and most important of all, improper curriculum classification for students, resulted in a report that produced extremely high "drop-out" percentages. Many students were enrolled in a degree or diploma curriculum based on the type of courses for which they enrolled; however, they should have received classification as special students

intending only to take a limited number of individual courses. The result of this finding has not only helped our understanding of the problem, but one of the instruments being used for studying "drop-outs" has become a tool by which institutions may lower the "apparent" rate of dropping out. Use of the applicant survey to aid in the classification of students as curriculum or special students will help to correct this error and eliminate the false report of "drop-outs." Failure to correctly use temporary codes for students engaged in developmental studies rather than curriculum codes has also resulted in invalid reporting of "drop-outs."

It is not the intention of this report to dispell fears that the rate of dropping out is insignificant or simply a matter that can be elininated by proper housekeeping. Clearly, one cannot work with the actual "drop-out" problem until proper identification has been made.

Preliminary information gathered at this time has been taken from the sample of Summer Quarter 1980 students. The intent of sampling a summer quarter group is only to validate the instruments. The actual information gathered at this point is neither complete, nor does it constitute necessarily valid information, but what has been done to date has provided information concerning "drop-outs" which may be useful in developing methods to reduce the total attrition numbers within an institution.

Indeed, "... the attrition process is a far more complex phenomenon than we have intended to think it is..." as stated by Terenzini and Pascarella (1979). All available information points out that the causes of attrition are numerous and varied. In attempting to deal with these problems; every aspect of institutional involvement is required. The effective reduction of "drop-outs" requires the efforts of faculty, student

services, administration, career development, advisement, counseling, and supporting elements.

Many students enter school to find a career. They become disillusioned by what appears to be an attractive job opportunity and enter a curriculum for which they may lack aptitude or background. A situation that is even more undesirable may occur when a student devotes a year or more of study to an occupational area and discovers that there are no jobs in the community for which the student is training. Remedy of these problems requires concerted efforts in career development, counseling, placement testing, and an ongoing evaluation of the curriculum programs offered.

Student orientation is an important factor in presenting the institution to the student. Many students have little or no contact with the personnel or academic aspects of an institution prior to registration. Timely familiarization with the aspects and personnel of the school give the student a sense of belonging. This can be best accomplished by a well-organized orientation program. A program of this nature also informs the student of the services available and lets the individual know where to go to find these services.

Perhaps, the greatest lesson that will evolve from this study is that increased retention can best be achieved by good recruiting procedures which are followed by an adequate introduction of the student to the institution through well-planned orientation, counseling, and advisement programs. In essence, we are learning that prevention is still the best cure for many problems.

Dealing with individual and personal problems must be done on a one-to-one basis. Other attrition problems may be of general nature and

require an institutional or departmental approach for resolution. The model will be useful for isolating these problems, determining how widespread these problems may be, and determining how best to cope with them.

Two things are clear at this point in the study. Each institution must be able to make an assessment of its retention problems and the method of assessment must be continuous if the institution is to remain abreast of the ever-changing range of problems that contribute to attrition.

RECOMMENDATIONS FOR FURTHER STUDY

This study has brought to the surface other areas of concern that are related to the problems of student retention and directly reflect upon the effectiveness of an educational institution. Recruitment is an area directly related to retention. A main concern of the attrition study is the retention of students until such time as they have attained the necessary skills to obtain gainful employment. If recruiting practices, regardless of intent, mislead or misinform new students, many students will fall into the "drop-out" category very early in their educational life. Many institutions have practiced a policy of "let's get them enrolled first, we'll worry about keeping them later." For this reason and simply because many individuals do not know how to find the necessary information required to make a wise choice in the selection of an institution or program for job training, a study of recruitment methods including a procedure for providing advisory services to prospective students would be useful as a follow-up to this study.

Another area of study that emanates from the current project concerns administrative decision making. Use of the model for studying the causes and trends of attrition will provide the administration of an institution with the information needed to take positive action to reduce attrition. A device for evaluating the effectiveness of these administrative decisions would complete the process by which an institution could increase retention and meet institutional goals.

Attachment A

RESEARCH QUESTIONS

The following research questions will be used as standards for analyzing and clarifying:

1. Which students constitute the group labeled "drop-outs," as opposed to "stop-outs," transfers, and short-term-goal oriented individuals?
2. Who are the "drop-out" students in terms of sex, race, age, socioeconomic, and demographic characteristics?
3. Which students were first-time terminations?
4. Which students have experienced more than one termination?
5. Which student terminations were due to academic difficulty?
6. Which student terminations were due to relocation?
7. What changes can be made in the admissions application to differentiate students with short-term educational goals from those with long-term goals?
8. What is the best method for surveying "drop-outs" and does this approach promote a high percentage rate of return?
9. What comparisons can be made between enrolled students and "drop-outs" in their perception of the institution?
10. What is the significant difference between enrolled students and "drop-outs" in their perception of the services offered at the institution?
11. Why do some students leave the institution prior to completing their intended educational goal(s)?
12. What is the percentage of students who do not complete their intended educational goal(s), but who leave the institution with no intention of returning?
13. How many students "dropped out" because of unrealistic educational goals prior to enrollment?

Attachment B

ADMISSIONS QUESTIONNAIRE

This questionnaire is part of a research project being conducted by Beaufort County Community College, Edgecombe Technical Institute, and Nash Technical Institute on behalf of the Department of Community Colleges (B.E.N. Project). After you enroll this Fall, you will be asked to complete a more detailed survey concerning your college experience; however, at this time, we are asking that you complete this brief questionnaire and return it as soon as possible in the enclosed pre-paid envelope.

Thank you for your assistance and your prompt response.

Social Security No. _____/____/_____

NAME_____ PROGRAM ENTERING_____

Check the major reason for attending Beaufort County Community College. Please check ONE only.

___a. Obtain a degree, certificate, or diploma.
___b. Prepare for transfer to another institution.
___c. Take courses of interest.
___d. Explore a career area.
___e. Receive financial assistance such as VA benefits, BEOG, social security, or CETA.
___f. Other _____

If you plan to receive a degree, certificate, or diploma, have you decided upon a major (curriculum)?

___a. Yes, I have made a firm choice.
___b. Yes, but I may change it.
___c. No, I am undecided at this time.

Do you desire a conference with any persons listed below? Please check.

___a. Admissions Counselor
___b. Financial Aid Officer
___c. Your faculty advisor
___d. VA representative
___e. Other_____

Attachment C

B. E. N.

STUDENT RETENTION RESEARCH PROJECT

CURRENTLY ENROLLED STUDENT SURVEY

This survey is part of a research project being conducted by Beaufort County Community College, Edgecombe Technical Institute, and Nash Technical Institute on behalf of the Department of Community Colleges (B.E.N. Project). In order to understand and better serve our students, we are asking you to assist in the gathering of information concerning your reasons for attending this institution and some idea of your experiences and attitudes while you are here.

Your social security number will be used only to identify such characteristics as sex, race, and employment status. Please be assured that the information on this questionnaire will be kept completely confidential. Your social security number will be used only to place your responses on computer for statistical analysis.

Social Security No. _____/_____/_____

1. This is my _____ quarter at this institution. (1st, 2nd, 3rd, etc.)

2. How many hours per week are you in class (contact hours?) _____

3. What is your travel distance (one way) to school each day?

[ ] 1 - 10 miles
[ ] 11 - 20 miles
[ ] 21 - 30 miles
[ ] over 30 miles

4. How many trips do you make to school each week?

[ ] one
[ ] two
[ ] three
[ ] four
[ ] five
[ ] more than five

5. Does your employer provide financial support/encouragement for going to school?

[ ] yes
[ ] no
[ ] does not apply

6. If yes to number 5, please specify; if no, go to number 7.

[ ] tuition
[ ] raise/promotion
[ ] time off for school with pay
[ ] other

7. Who influenced you to attend this institution? (Check all that apply.)

[ ] friends
[ ] parents
[ ] counselor
[ ] other
[ ] employer
[ ] advertising
[ ] self

8. Who pays for the majority of your education?

[ ] you or spouse
[ ] parents
[ ] veteran's benefits
[ ] grant, (BEOG), loans or scholarships
[ ] social security
[ ] employer
[ ] other

9. Did you enroll to obtain a degree, certificate or diploma?

[ ] yes
[ ] yes, but may change
[ ] no, undecided

If no, go to number 11.

10. If yes to number 9, have you decided upon a major (curriculum/program)?

[ ] yes
[ ] no
[ ] no, undecided

If no, go to number 12.

11. If no, to number 9, which of the following best describes your reason(s) for attending? (check ONE only)

[ ] Prepare for transfer to another institution.
[ ] Get a better job or promotion.
[ ] Take courses of interest.
[ ] Explore a career area.
[ ] Receive financial assistance such as VA benefits,
[ ] BEOG, social security or CETA.
[ ] Other

12. Do you feel you had enough knowledge about this institution to make a good choice of programs (or courses) when you enrolled?

[ ] yes
[ ] no, (please explain)

13. Since you first enrolled, which of the following applies to you?

[ ] My grades have been as good as I expected.
[ ] My grades have been better than I expected.
[ ] My grades have been worse than I wanted them to be.
[ ] I have not received enough/any grades to answer.

14. Have you ever been on academic probation, warning, or suspension?

[ ] yes
[ ] no

15. Have you ever been on the dean's list or honor roll?

[ ] yes
[ ] no

16. Since you began school, have the classes met your expectations? (check one)

[ ] yes
[ ] to some extent
[ ] no, (please explain)

17. If you have been here one complete quarter or more, how would you generally rate the faculty members who have taught you?

[ ] excellent
[ ] above average
[ ] average
[ ] below average
[ ] poor

18. In your opinion, how many of your instructors have shown a personal interest in you and other students?

[ ] none
[ ] a few
[ ] half
[ ] majority
[ ] all

19. Do you feel the college administration and staff (non-faculty) have a personal interest in you?

[ ] yes
[ ] to some extent
[ ] no
[ ] no opinion

20. Do you know who your faculty advisor is?

[ ] yes
[ ] no
[ ] unsure

21. What kind of help do you get from your faculty advisor?

[ ] little to none (signature on registration day)
[ ] course planning only
[ ] course planning and personal guidance

22. Do you feel the assistance you receive from your faculty advisor is satisfactory?

[ ] yes
[ ] to some extent
[ ] no

23. Please indicate your satisfaction with the following services/activities. If you have not had the opportunity or need to use them, please mark "Never Used Service." Place a check (✓) in the appropriate column.

	Satisfied	Dissatisfied	Never Used Service
Admissions	[ ]	[ ]	[ ]
Career information services	[ ]	[ ]	[ ]
Counseling services	[ ]	[ ]	[ ]
Financial Aid	[ ]	[ ]	[ ]
Health services	[ ]	[ ]	[ ]
Library services	[ ]	[ ]	[ ]
Learning Laboratory	[ ]	[ ]	[ ]
Registration	[ ]	[ ]	[ ]
Time courses are offered	[ ]	[ ]	[ ]
Tutorial & study skills services	[ ]	[ ]	[ ]
Variety of programs offered	[ ]	[ ]	[ ]
Variety of courses offered	[ ]	[ ]	[ ]
Veterans' services	[ ]	[ ]	[ ]
Job placement	[ ]	[ ]	[ ]
Student activities	[ ]	[ ]	[ ]

Please comment on any of the above with which you were dissatisfied.

_____

_____

_____

24. Which of the following statements best describes your relationship with other students at this school? They have been

[ ] an unimportant part of my school experience.
[ ] a fairly important part of my school experience.
[ ] a major part of my school experience.

25. Students often have problems in the following areas. Please mark the column that best describes your feelings.

	Problem	Not A Problem	Cannot Tell Yet
Managing my time	[ ]	[ ]	[ ]
Handling the content of my courses	[ ]	[ ]	[ ]
Trying to find myself in the sense of personal meaning and identity	[ ]	[ ]	[ ]
Making decisions about my career	[ ]	[ ]	[ ]
Some aspect of parent/family relations	[ ]	[ ]	[ ]
School related personality conflicts	[ ]	[ ]	[ ]
Social relations	[ ]	[ ]	[ ]
My relationships with persons of the opposite sex	[ ]	[ ]	[ ]
Finances	[ ]	[ ]	[ ]
Transportation to and from school	[ ]	[ ]	[ ]
Health-medical	[ ]	[ ]	[ ]
Other (please specify)	[ ]	[ ]	[ ]

26. Please check any of the activities your school has in which you have participated. Mark all that apply to you.

[ ] Clubs and organizations
[ ] Student Government Association (SGA)
[ ] Dances
[ ] Intramural sports
[ ] Luncheons/dinners
[ ] Cultural programs
[ ] "Field" or "Activities" Day
[ ] Off campus trips/conventions
[ ] Special holiday activities
[ ] Concerts
[ ] Other (please describe)

Attachment D

B. E. N.

STUDENT RETENTION RESEARCH PROJECT

SURVEY OF NONCONTINUING STUDENTS

Social Security No.

_ _ _ _ _ _ _ _ _

1. **What is the main reason why you did not register this quarter?** _____

_____

_____

2. **Check any of the following which also affected your decision not to return.**

[ ] finished all the courses I wanted to take
[ ] changed my educational/vocational goals
[ ] transferred to another institution
[ ] course closed or cancelled
[ ] course hours conflicted with work hours
[ ] course needed not offered
[ ] preferred to work
[ ] have financial problems (contact your financial aid office)
[ ] academic difficulties
[ ] courses were too easy
[ ] VA benefits exhausted
[ ] entered military service
[ ] moved to another area
[ ] transportation - high gas prices
[ ] have personal reasons (pregnancy, childbirth, death, illness, etc.)
[ ] dissatisfied with courses or institute in general
[ ] other (please specify) _____

_____

3. **Do you feel you had enough knowledge about this institution to make a good choice of programs (or courses) when you first enrolled?**

[ ] yes
[ ] no (please expiain) _____

_____

4. **Do you plan to take more courses at this institution in the future?**

[ ] yes
[ ] no
[ ] possibly

5. **Is this the first time you have dropped out of this school?**

[ ] yes
[ ] no, if no, how many times? _____

6. **Did you work last quarter? (check one)**

[ ] yes, full time (40 or more hours per week)
[ ] yes, part time (fewer than 40 hours per week)
[ ] no

7. **Did you feel uncomfortable in any of your classes because of your sex?**

[ ] yes; was this a reason for not returning? _____
[ ] no

8. **Generally speaking, how were your grades while you attended?**

[ ] My grades were as good as I expected.
[ ] My grades were better than I expected.
[ ] My grades were worse than I wanted them to be.
[ ] I did not receive enough/any grades to answer.

9. **Were you ever on academic probation, warning, or suspension?**

[ ] yes
[ ] no

10. **Were you ever on the dean's list or honor roll?**

[ ] yes
[ ] no

11. **Since you began school, did the classes meet your expectations? (check one)**

[ ] yes
[ ] to some extent
[ ] no (please explain)

_____

_____

_____

12. **If you were here one complete quarter or more, how would you generally rate the faculty members who taught you?**

[ ] excellent
[ ] above average
[ ] average
[ ] below average
[ ] poor

13. **In your opinion, how many of your instructors showed a personal interest in you and other students?**

[ ] none
[ ] a few
[ ] half
[ ] majority
[ ] all

14. Do you feel the college administration and staff (non faculty) had a personal interest in you?

[ ] yes [ ] no
[ ] to some extent [ ] no opinion

15. Do you know who your faculty advisor was?

[ ] yes [ ] unsure
[ ] no

16. What kind of help did you get from your faculty advisor?

[ ] little to none (signature on registration day)
[ ] course planning only
[ ] course planning and personal guidance

17. Did you feel the assistance you received from your faculty advisor was satisfactory?

[ ] yes
[ ] to some extent
[ ] no

18. Please indicate your satisfaction with the following services/activities. If you have not had the opportunity or need to use them, please mark Never Used Service. Place a (✓) in the appropriate column.

	Satisfied	Dissatisfied	Never used Service
Admissions	[ ]	[ ]	[ ]
Career Information services	[ ]	[ ]	[ ]
Counseling services	[ ]	[ ]	[ ]
Financial Aid	[ ]	[ ]	[ ]
Health services	[ ]	[ ]	[ ]
Library services	[ ]	[ ]	[ ]
Learning Laboratory	[ ]	[ ]	[ ]
Registration	[ ]	[ ]	[ ]
Tutorial & study skills service	[ ]	[ ]	[ ]
Veterans' services	[ ]	[ ]	[ ]
Job placement	[ ]	[ ]	[ ]
Student activities	[ ]	[ ]	[ ]

19. How would you rate the following? Place a check (✓) in the appropriate column.

	Excellent	Adequate	Unsatisfactory
Time courses were offered	[ ]	[ ]	[ ]
Variety of programs offered	[ ]	[ ]	[ ]
Variety of courses offered	[ ]	[ ]	[ ]

20. Which of the following statements would best describe your relationships with other students at this school? They were

[ ] an unimportant part of my school experience
[ ] a fairly important part of my school experience
[ ] a major part of my school experience

21. Students often have problems in the following areas. Please mark the column that best describes your feelings.

	Problem	Not a Problem	Cannot Tell Yet
Managing my time	[ ]	[ ]	[ ]
Handling the content of my courses	[ ]	[ ]	[ ]
Trying to "find myself in the sense of personal meaning and identity	[ ]	[ ]	[ ]
Making decisions about my career	[ ]	[ ]	[ ]
Some aspect of parent/family relations	[ ]	[ ]	[ ]
School-related personality conflicts	[ ]	[ ]	[ ]
Social relations	[ ]	[ ]	[ ]
My relationships with persons of the opposite sex	[ ]	[ ]	[ ]
Finances	[ ]	[ ]	[ ]
Transportation to and from school	[ ]	[ ]	[ ]
Health-medical	[ ]	[ ]	[ ]
Other (please specify)			

_____

_____

22. Please check any of the activities your school has in which you participated. Mark all that apply to you.

[ ] Clubs and organizations
[ ] Student Government Association (SGA)
[ ] Dances
[ ] Intramural sports
[ ] Luncheons/dinners
[ ] Cultural programs
[ ] "Field" or "Activities" Day
[ ] Off-campus trips/conventions
[ ] Special holiday activities
[ ] Concerts
[ ] Other (please describe)

_____

_____

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